

# FUNDAMENTAL EDUCATION

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UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND  
CULTURAL ORGANIZATION

## FOREWORD

WITH its large area and sparse population Brazil faces fundamental education problems as varied and acute as can be found anywhere in the world. Brazilian educators are attacking their problems vigorously, and the new methods they are working out may be watched with profit by their colleagues abroad.

Certain elements in the Brazilian approach strike the outsider. One is the balance that is maintained between school and adult education. The provision of universal and adequate primary schooling is a goal for all governments; but while this is being achieved an adult education campaign has a large part to play—in increasing community interest, preventing relapse into illiteracy and so on. It is also true that adult education has a *raison d'être* of its own; and to co-ordinate an adult campaign and the development of primary schooling in a national programme for fundamental education is always a difficult problem for administrators. Brazil's concept of fundamental education and method of organizing a campaign are noteworthy. Emphasis is laid on planning and measurement—nearly all the work is built on a solid basis of statistical fact—and the varied interests of communities—in literacy, better health, farming—are linked together.

Another achievement lies in the full use of available media. The textbooks and follow-up reading matter have been planned as part of a long-range programme. Films and filmstrips fit into the same scheme and the radio 'University of the Air' supplements them.

With this active direction and production at the centre there is corresponding activity in the field—in the building of rural schools, the development of local or state campaigns, and so on. Within the small compass of the *Bulletin* we can give no more than a sample of Brazilian experience. We hope to extend this by detailed reports of field studies in later issues—but the broad outlines traced here may already help educators to follow up special interests on their own. Dr. Lourenço Filho offers, at the end of his article, to provide further information and advice to all enquirers.



# THE ADULT EDUCATION CAMPAIGN IN BRAZIL

by M. B. LOURENÇO FILHO

## GENESIS

SINCE 1947 Brazil has been carrying out a large-scale campaign for adult education. What brought this movement to birth was primarily the high illiteracy rate revealed by the 1940 National Census, when it became apparent that, despite optimistic estimates, the proportion of the Brazilian population fifteen years of age or over and still unable to read or write was over 55 per cent. In fact, however, the Campaign in its present form is less concerned with this aspect than with the state of fundamental education as a whole in Brazil, where the position is somewhat similar to that in many other countries on the American continent: slow development of the elementary school system; irregular school attendance; and an insufficient total schooling of children, the average duration being no more than eighteen months.

The shortcomings of the present elementary school system may be set down, in great part, to the country's traditional administrative policies. Under the Empire the administration of elementary education in Brazil was entrusted to the Provinces, while under the Republic it has been in the hands of the



One of the poster series to arouse public interest in the Campaign.



States, and the latter's inadequate share of the national revenue has prevented the needed improvement of the educational system. However, such symptoms as irregular school attendance and abbreviated schooling reveal more serious social evils, amounting to what might be called atrophied cultural aspirations in large sections of the population. Such problems were bound to become urgent following the introduction, during the last fifteen years, of an advanced 'Labour' policy, when a major discrepancy became apparent between the ideals aimed at by the law and the cultural and social—including consuming—capacity of a high percentage of the workers.

To deal with both aspects of this serious problem, Brazil established in 1942 the national fund for elementary education, with a view not only to improving regional systems of elementary education for children, but also—as to 25 per cent of the fund's income—to start educating the great masses of adolescent and adult illiterates. As far as children's education is concerned, federal funds have been used since 1946 for building schools throughout the country; up to the end of last year 4,000 small rural schools had been constructed, and for this year over 2,000 are planned. The inclusion of elementary education for adolescent and adult illiterates within the scope of the fund made possible the campaign for adult education which has been under way since 1947, and which should accordingly be included in the total of the work financed by the fund.

#### GENERAL SCHEME OF THE CAMPAIGN

As the author of the present article had co-operated in the investigations which led to the formation of the National Fund for Elementary Education and defined its terms of reference, the Minister of Education, Dr. Clemente Mariani, decided to invite him to plan and execute the Campaign. Its basic principles are very simple and the whole emphasis is on realism.

It consists essentially in a system of administrative co-operation between the Federal Government on the one hand and the State, Territorial and Federal District administrations on the other. The central Government supplies the money from the Fund and undertakes the general technical direction and the general supervision of the work; it plans, publishes and distributes teaching materials and prescribes terms of engagement and regulations for the teaching staff. The regional authorities, for their part, contribute to the Campaign by permitting the use of school premises in their respective jurisdictions, by immediate supervision through their school inspectors, and by participation as agreed in the remainder of the work, for which purpose bilateral agreements are negotiated yearly as required under the general programme adopted.

In its general lines, the plan provides for two procedures:—firstly direct action by the authorities, and secondly work in co-operation with private bodies and individuals. The work is planned in two phases; first action on the widest scale and necessarily confined to the surface; and a second phase of greater intensity, though confined on occasion to those localities or regions where lines of least resistance can be exploited.

The plan (duly executed) was for all government effort in the first two years to be directed to general action on the broadest scale covering the entire country, with the intention of mobilizing the public spirit of all classes and of serving as 'shock' treatment. Practical measures were to consist of the opening of 10,000 evening schools for adolescent and adult illiterates, distributed in the cities, towns and rural districts of all Brazilian administrations, with a sustained dramatized appeal for the co-operation of private persons, churches, associations and commercial, industrial and agricultural concerns.



As this initial programme was gradually achieved, additional and more far-reaching educational activities were to be introduced with the aid of modern techniques of cultural dissemination, such as the press, the cinema, radio, the theatre, cultural missions, travelling libraries and community centres. This more intensive phase was really begun in 1949 and the work will be pushed forward in the coming year.

#### ORGANIZATION

Organization was based on two further very simple principles, *maximum centralization of planning and technical policy-making* in matters fundamental to the movement's basic objects and procedures, and *maximum executive decentralization*, with complete flexibility as regards regional needs and peculiarities.

On the approval of the plan in January 1947, a National Adult Education Service was set up under the National Department of Education of the Ministry, organized in four divisions:—(1) planning and control, (2) educational policy, (3) public relations, and (4) general administration.

Similar services correspondingly organized were set up in the Federal District and in each state and territory for work in those areas, with local commissions in each administrative sub-area linked to them.

At the inception of the Campaign two specialists from each regional service attended a meeting in Rio de Janeiro lasting two weeks, for the closer consideration of the objectives in view and the procedures to be followed. These meetings have been repeated annually to analyse the results of the work done in the previous year, and to discuss further stages in execution. In addition there are periodical visits by regional chiefs to the National Service, while specialists from the Ministry are detailed to carry out inspections in different parts of the country.

This form of general organization has proved to be satisfactory, though still in large measure dependent on the administrative resources of individual states and territories. From 1948 onward, the Ministry of Education began making further small grants-in-aid for the expansion of the inspectorates of the various Federal units.

In the early days of the Campaign the emphasis was on *doing something*, regardless of imperfections or *lacunae*, and improving by degrees. The requests and demands of the public would result in improvements in the scheme itself, while the actual teaching would be improved through the experience gained by the instructors.

Further, as far as the instructors were concerned, it was recommended that, in addition to directives in writing, regional courses and discussion groups be held for their benefit. Various states have held such courses, and the National Service itself organized one, the lessons and lectures given at which are being printed for distribution throughout the country.

#### MATERIAL USED

The preparation, production and distribution of teaching material was a big matter, because of the numbers of copies needed and the technical standards to be met.

The Government was embarking, not on a mere anti-illiteracy drive, but on a campaign for 'Adult Education'. Reading and writing were a means to the end and not the end itself, which was far wider in scope. The object to be kept in view was the raising of the cultural level of a large section of the population by dissemination of knowledge and techniques calculated to



contribute to their better adjustment to their environment and age, and to teach men and women to live fuller lives.

Even though this overriding goal might be achievable only when the full plan was in operation, there could be no question but that the material for distribution must from the first indicate the objectives— especially as regards health education, civic education and vocational training. However, in a country such as Brazil with a high proportion of illiteracy, the question of teaching reading had to be tackled decisively, the more so because it would be by the results achieved in this respect that the general public would assess the Campaign's success.

Two problems arose for immediate solution: that of preparing reading matter which would be extremely simple but so made up and presented as to be attractive to night school pupils after the day's work; and that of arranging the material in such a way as to induce instructors (to a great extent without special training) and volunteers to use it methodically.

The fact that Portuguese, which is spoken by the entire population of Brazil, is of regular syllabic construction and written almost completely phonetically greatly simplified the task. The Portuguese alphabet consists of 23 consonants and five vowels, each having one phonetic value save only for the very slight modifications introduced by the fall of the tonic accent. The method indicated was clearly the 'Basic'. A board of specialist teachers was able to compile the first reader in less than 30 days, with the help of investigations carried out at an earlier date into the 'minimum vocabulary of the average adult in Brazil'. Research by Dr. Frank Laubach was also of great help.

The first text was entitled *A First Guide to Reading*, not *Primer*, to avoid aggravating the adult illiterates' sense of inferiority, a primer being normally a schoolbook for children. Graduated lessons enable the pupil to grasp the mechanism of the regular syllabic construction of Portuguese, and make it possible for many adolescents and adults to teach themselves with the aid of illustrated keys, after the first five lessons have been explained.

An interesting feature of this guide, from the point of view of reader-incentive, lies in the initial use of a small number of consonants only, so chosen as to allow the beginner to read some dozens of words and numerous useful sentences. After ten lessons a brief story can be read, even though the student still does not know all the signs and consonantal groups used in Portuguese. After 20 lessons, which the normal adolescent or adult masters in from six to eight weeks, he can read anything.

This is followed by *Knowledge, a Second Reading Guide*, a connected story whose characters are drawn from everyday life and face everyday problems of health, and work and of spiritual, civic and economic life. The text is given variety by the inclusion of anecdotes, popular rhymes and short poems; and lessons are again graduated in ascending order of difficulty from the point of view of vocabulary, syntax and intellectual content. Normally this second guide takes four months to work through, and so accounts for the rest of the year. However, in the case of a small proportion of pupils a *Third Guide, Living*, dealing with problems of citizenship, may also be utilized in the first year of studies.

Other pamphlets were also prepared dealing, in the main, with the rearing of children, food and health education; the first year of the Campaign also saw the distribution of striking coloured posters on health education and rural hygiene.

The following year a beginning was made on the preparation of a 'visual teaching' programme utilizing slide projectors, practical work being started



in 1949. A total of 1,500 projectors was distributed, of which 500 were kerosene-operated for use in rural areas, the remainder using electricity. During 1949 the Adult Education Service published a fortnightly wall-newspaper entitled *Everybody's Newspaper*, and also began the organization of popular circulating libraries. In addition to book purchases, it published the first volume of a popular collection called *A Start in Life*, the true story of a man who only learnt to read when 17 years old, but who, at 28, is now the editor of an important newspaper in the Brazilian capital.

There are at present other pamphlets in preparation on rural home industries and technical training (workers' handbooks) and publications on soil protection and conservation.

Up to the end of 1949 the National Adult Education Service had printed and distributed more than 4,000,000 instructional publications.

#### GENERAL RESULTS OBTAINED

Three years of the Adult Education Campaign cost the Brazilian Government about 100 million cruzeiros or the equivalent of \$5,000,000.

Will the results justify this expense?

In undertakings of this nature results must be examined from two points of view, the educational (in the narrower sense), where they are expressed in terms of the numbers of pupils entering and those completing the course successfully—i.e. new literates—and are thus accurately measurable; and that of the general effect on the public, more particularly as regards the cultural aspirations of the great mass of adolescent and adult illiterates for themselves, their children and their families; this can only be inferred from indirect evidence.

From the first of these points of view, the figures speak for themselves. In 1947, there were 10,416 'Campaign' schools in operation; in the following year there were 14,300; and in 1949 the number reached 15,300. In the first three years about 2,000,000 adolescents and adults enrolled (of both sexes, though with a heavy preponderance of males), and more than 1,000,000 people were taught to read and write. Even in the first year of the Campaign, when there were fewer schools, 609,996 pupils were enrolled, of whom 213,749 successfully passed formal examinations. These figures do not include those pupils who did not sit for examination but had attained the necessary standard, nor over 100,000 pupils who were taught to read and write by individual volunteers.

The initial cost per enrolment was about 60 cruzeiros, or \$3, and the total cost per pupil successfully completing the course about 150 cruzeiros, or one third of the total cost per pupil completing the course in children's public elementary schools. This is understandable in view of the fact that the extension schools use the premises of the elementary schools and benefit from the administrative services already in existence for the latter.

From the purely educational point of view there is no doubt that the results obtained are worth the expense; this is even clearer when they are examined from the point of view of their general effect in stimulating a desire for culture among large numbers of the very sections of the population most in need of it. Directors of education in the various states and territories are practically unanimous in testifying to an enhanced degree of interest in the public elementary school wherever schools for adolescents and adults have been opened.

The Director of Education of the state of Sergipe has said: 'The greater degree of interest in the schools and the improved attendance of the children are proven facts which can only be attributed to the influence of the schools



for adults'. According to the Director of Education of the state of Alagoas: 'The school extension movement has resulted in demands from many quarters for more schools for children'. 'As a result of the Campaign', says the Secretary of Education of the state of São Paulo, 'we are having to build over 2,000 elementary schools'.

In some states of north-eastern Brazil where the school systems are poorer, the education authorities are using improvised premises for evening classes and running children's schools in them by day; this expedient has resulted in the engagement of teachers by a number of states which previously had no schools of any kind. In addition, many local authorities which formerly paid little attention to public elementary education are now being led to open schools in increasing numbers.

The publicity for popular education was intensive, and items published in 1947 and 1948 in the papers of Brazil's two largest cities, Rio de Janeiro and São Paulo, alone were equivalent to more than 3,000 pages of a full-sized newspaper. The result was that institutions, industrial and commercial organizations and other bodies, which had never concerned themselves directly or indirectly with questions of popular education, began to take a heartening amount of interest in them.

#### PRIVATE CO-OPERATION

Another outcome of the Campaign is the interest taken in popular education by private bodies. For historical and social reasons (one of which was the retention of slavery until 1888), education in Brazil was long regarded as the prerogative of the privileged classes; and later—when this attitude began to change—merely as the exclusive responsibility of the Government. The atmosphere of informed interest produced by the Campaign is a powerful influence in securing the active and direct co-operation of private bodies in the work of fundamental education.

The approximate number of school classes conducted by cultural and religious bodies, under the Campaign, was 2,000 in 1947 and this figure has been maintained in subsequent years. The Manufacturers Social Service finances 300 classes in São Paulo; the Catholic Social Action's contribution consists of 150 classes in the capital and dozens more in various states; the Federation of Evangelical Churches maintains numerous anti-illiteracy field offices in different localities; and other organizations carry on similar work. Moreover private co-operation has not been confined to running schools: premises have been made available; publicity has been afforded; and material has been donated. Many private schools lend their own premises for extension classes; the press and radio have given the fullest co-operation without financial reward; and various industrial and commercial enterprises have paid for the printing of teaching material. Furthermore, in some localities such as Cachoeira do Itapemirim (Espírito Santo), special associations have been formed for the maintenance of schools, and in São Paulo another association was founded with the special object of publishing books of popular appeal, under the title of the 'Neo-Literates' Library'.

Increased co-operation must be secured in the future from individual volunteers, i.e. those willing to teach from one to several illiterates in their own homes; the National and Regional Services supply the necessary material on receipt of a simple written request. More than 200,000 copies have already thus been issued; and during the three years of the Campaign more than half a million letters and circulars have already been sent out to induce people to volunteer.



## CONCLUSION

The Adult Education Campaign thus in progress in Brazil since 1947 was discussed in detail by the experts who met in August 1949 at the Inter-American Seminar on Adolescent and Adult Education, and high praise was given to the authorities and people of Brazil for their efforts. The Brazilian Government, for its part, indicated its willingness to accept the principles laid down at that Seminar for the future conduct of the work, and also the techniques recommended by Unesco. The programme for 1950 does, in fact, already include many of the measures recommended by the Seminar.

The National Adult Education Service (Ministry of Education, Rio de Janeiro) has published a series of pamphlets describing the progress of the campaign and its results. Copies of these and specimens of teaching and publicity material will be gladly sent to educators of any country on request to this Service.

*Rio de Janeiro*

2 January 1950



# SCHOOL CO-OPERATIVES

## AN EXPERIMENT IN CO-OPERATIVE EDUCATION IN BRAZIL

*This report was prepared by the Food and Agriculture Organization and made available to a Technical Meeting on Co-operatives held at Lucknow late in 1949. For permission to reprint it here we are indebted to the FAO.*

### FOREWORD

IT is no longer necessary to argue the case for the development of co-operatives as a means of improving farm production, cheapening costs and raising levels of living through the promotion of mutual help. In less developed countries, however, there are serious impediments to the development of co-operative associations. These impediments often arise from the prevailing poverty which saps initiative, as well as from indebtedness, dependence on landlords, and the opposition of vested interests. But they result also from illiteracy, lack of knowledge of co-operative principles, and of business methods, lack of confidence among peasants in their ability to manage a co-operative enterprise, and suspicion and prejudice against something which is new and untried, or which perhaps has been tried and has failed elsewhere.

There is no single road to success, but education is an essential process by which the impediments may be overcome, and a co-operative structure erected on secure and lasting foundations. Education is, of course, a very general term and covers a variety of forms and methods, which can be applied at all stages of life. To convert an unfavourable environment into one in which co-operative ideas can emerge and flourish is not an easy task to accomplish in a day; but one requiring patient and sustained effort. Where primary schools exist, they provide one important educational medium, all too frequently neglected, by which an understanding of co-operative principles can be inculcated among succeeding generations, and parents may be influenced through their children. This is not simply a matter of the study of co-operative principles in schools, but also of the practice of co-operation through school co-operatives.

The following study is a preliminary report by FAO on school co-operatives as they have been developed in Brazil. It is published in the hope that it may be of interest, not simply as a novelty among forms of co-operative association, but also as an effective means of promoting both co-operative and general education among rural youths, and as a method of self-government along democratic lines.

### ORIGIN OF SCHOOL CO-OPERATIVES IN FRANCE

The School Co-operative Movement, in its actual educational concept, was initiated in France in 1919, just after World War I. Professor B. Profit, a Superintendent of Elementary Education, had the idea of organizing the school children in co-operative associations in order to help the schools — which were damaged and impoverished by the war — to repair their buildings and modernize their equipment.



The first school co-operative was called *Les Petites Abeilles* (The Little Bees), a name selected by the members of the co-operative themselves.

The undertaking was not an easy matter. Nevertheless, the self-sacrifice of the teachers and the guidance given to the movement made it possible, ten years after the first unit was set up, for Professor Profit, in a speech made in 1929 on the subject of the progress of this enterprise, to recount enthusiastically the manner in which the movement which he had initiated had spread to the other French provinces, the accrued material benefit of which at that time amounted to 500 million francs. He made the following statement:

'The results which made it possible to transform our schools were not achieved merely as a result of the pronouncing of a magic word. In order to imbue the students with the willingness to make a small sacrifice and to work for an ideal, it was necessary to interest them and to create in them new reasons and motives from which they could derive satisfaction. The greatest of these satisfactions was for them to find themselves treated as adults and no longer as children. When they have reached the stage where they are considered sufficiently adult to collect resources, they should also be sufficiently reasonable and mature to be able to spend such resources and to manage them. The greatest pleasure which they derived was through the recognition of this right. For the exercise of this right, it was necessary, however, to establish rules and regulations, to create an association (co-operative), to vote a constitution and by-laws, to call meetings, to hold discussions, etc., all of which, we know, they found highly gratifying'.<sup>1</sup>

According to a letter of 2 August 1949, from the *Office Central de la Coopération à l'école*, Paris, France, 'many experiences have shown the great influence that school co-operatives exert on rural education' as well as on the formation of a co-operative consciousness which is so important to the co-operative movement in every country.

At the present time there are in France 13,000 school co-operatives associated with the *Office Central de la Coopération à l'école*, with a membership of over 400,000 children.<sup>2</sup>

From France the school co-operative movement spread out to other European countries, and also to other continents.

#### SCHOOL CO-OPERATIVES IN BRAZIL

*Objectives of School Co-operatives.* The aims and purposes of school co-operatives in rural areas in Brazil are primarily and essentially educational, such as:

1. To mould, develop and select rural leaders, with a strong understanding of local conditions of rural life and the ability to solve practical problems of farms and farmers.

2. To create, develop and generalize a 'co-operative consciousness' in rural communities.

3. To show, practically, to the students that it is much easier to solve common problems and carry out community plans by co-operative effort.

4. To strengthen the links between the school and the children's families.

5. To take care of the school and improve its environment; to make the school a pleasant centre for social, recreational and educational activities in rural areas.

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1. Quoted by J. Monserrat: *Cooperativismo e Cooperativas Escolares*, 1949. Secretary of Agriculture, Porto Alegre, Rio Grande de Sul, Brazil.

2. *Bulletin de Renseignements*, January-February, 1929, p. 21. Office central de la Coopération à l'École.

6. To help the community in social, economic and educational campaigns: Red Cross, hospital, sanitation, library, museum, reforestation, recreation, etc. (These types of activities develop a 'public mind' in the children.)

7. To promote school parties, sports and excursions of educational or recreational value.

8. To organize a library for the children and a museum for the school.

9. To accustom the future members of the community to work together, to discuss in meetings, to explain freely and frankly their own ideas, to say clearly what they need and what they want, to claim their rights as well as to fulfil their duties. (Through free discussions in general assemblies and committees on by-laws co-operative programme and policy, income and expenses, and through the vote and elections, the students are really 'learning by practising' the fundamental principles of democracy, and consequently they are moulding themselves in the lines of good, useful, and conscientious citizenship).

10. To promote 'learning by doing' practical things, 'learning by practising' co-operation, and to develop a conscious pride in being a member of the co-operative and a useful member of the community.

*Economic aims of School Co-operatives.* Although the purposes of this type of co-operative are essentially educational, to be practical it must have some economic aims, such as: to purchase school materials for the students; to purchase playthings, candies, etc., for recreation and picnics; to equip a handicraft shop, a kitchen; to take care of gardens, orchards; to raise bees, chickens, pigs; to organize and take care of a park for the school; and finally, to obtain preliminary instruction and some training on soil conservation and reforestation, use of selected seeds and fertilizers, control of pests and plant diseases, etc.

The economic achievements of the co-operative are a strong link between the school and the children's families, with appreciable advantages for the school itself and as an approach to adult education. Furthermore, the school co-operative affords one of the most effective ways of teaching with 'rural flavour' without the danger of going so far in vocational rural education as to prejudice the fundamental principles of general education.

*The establishment of a School Co-operative.* As can be seen, a school co-operative is a school itself, a school inside the school, a school of practical things as well as a spiritual approach. Membership is limited to boys and girls registered in the school, assisted by an understanding teacher with a broad conception of the fundamental principles of co-operatives and their importance for the country as a means of promoting a better economic system and increased rural welfare.

The co-operative, if so decided by the general assembly, could also organize a special category of membership—honorary members—for people who give noteworthy support to the activities of the association, either in its social and educational approaches or in its economic achievements.

The success or failure of a school co-operative greatly depends upon the devoted guidance of the teacher in charge. The teacher has the key position in the association, though only as a guide. Therefore he must receive a preliminary training in co-operative principles and functions, and must believe in the social, educational and economic importance of the movement as one of the best means to improve the living conditions of farmers and rural communities.

The general procedure for the establishment of a school co-operative as practised in Brazil may be described as follows:

First step. The teacher calls all students for an informal meeting, explains and discusses with them what a co-operative is, its social, educational, and



economic approaches, the reason why they should organize a co-operative association, what the aims and purposes of the co-operative should be, etc. The first meeting must be very informal with free speech for all students; all kinds of questions should be patiently answered. After that, if the students agree to get together in a co-operative, they should appoint or elect a committee (five to seven members) to draft its by-laws and co-ordinate its organization.

Second Step. Working Committee. The teacher should explain to the members of the committee the significance of the by-laws for the co-operative (like the constitutions for the country), and the main points to be considered in drafting the by-laws. Even though there is already a model of school co-operative by-laws, the members of the committee should discuss them article by article, not only for the purpose of making any modifications they like, but also to be able to answer and explain any question arising during the discussion in the general assembly.

Third step. The committee calls a general assembly which functions as in any other type of co-operative, with discussion and approval of the by-laws, election of the Board of Director, Finance Council, etc., establishment of plans, programmes, and policies, and final organization of the co-operative. Whenever possible, it is good policy to have all grades of the school represented in the administration (Board of Directors and Finance Council), in order to obtain better integration and broader understanding among the children within the co-operative.<sup>1</sup> A representative of the government branch for co-operatives, if feasible, should attend the general assembly, giving official and moral support to the association, and strengthening the co-operative feelings of the children.

Fourth step. After the by-laws are approved and the whole administration organized, the Board of Directors should take steps (a) to put the co-operative in legal form according to the rules of the national co-operative laws; (b) to get in contact with the Extension Service or County Agent, if such system is in existence, to set up the programmes for farming, home economics, handicrafts, etc.; (c) if there is no Extension Service available, to use to full extent such government branches as *Fomento* or any other government service (federal, state or municipal) for promoting agricultural development or rural welfare.

The school itself, the Extension Service, the community, or the state should provide the appropriate land for the co-operative experimental farm.

It should be emphasized once more that all initiative and action must be taken by the students; the teacher merely gives general instruction, suggestions, guidance, advice.

The teacher is entirely responsible for the educational approaches of the co-operative, and should be the link between the association and the Extension Service; the latter should be responsible for technical instruction in relation to the farming and home economics programmes. There should be, of course, a good understanding between both, because in some ways the teacher acts as a representative of the Extension Service within the school.

It is well understood that the Extension Service has an important function in the success of school co-operatives: assisting the teacher; giving technical orientation to the children; supplying seeds, fertilizers, small farming and handicraft tools; teaching how to control pests, plant diseases, and erosion; if possible, supplying hives, chickens, pigs; showing motion pictures on agriculture, soil conservation, rural life, education, co-operatives, etc.<sup>2</sup>

1. Some educators are of the opinion that only students from the two more advanced grades should be elected and responsible for the administration of the co-operative.

2. Whenever possible the children's families should be invited to view the films as an approach to adult education.

The teacher is also responsible for the observance of co-operative principles according to the doctrine and the law. In that way, the teacher is the link between the school co-operative and the government branch for co-operatives.

It follows, therefore, that a sound and successful school co-operative movement requires the close working together of the government branch in charge of rural education, the government branch in charge of the co-operative movement, and the Extension Service.

*The Capital of a School Co-operative.* The capital of a school co-operative consists of: admission fees, subscription shares, proceeds from sale of farm products and handicrafts, contributions of honorary members and other contributions.

As in any other type of co-operative, the capital is variable, depending on the number of shares subscribed. The minimum amount of capital, however, does not have the same significance as in other types. A school co-operative, in accordance with its educational and economic aims, can start with any amount of capital, but a minimum equivalent to the value of 25 shares should be fixed. In any case, if the school itself, the community, or any other source could initially make some financial contribution to the co-operative, it would be a strong stimulus to the children in their first steps toward the accomplishment of the main objectives of the association. This would be an important psychological factor, for it would not only provide material assistance but would also give the students a feeling of importance—the idea that they are being considered a ‘new element’, well appreciated in the community life.

The value of shares should be low in order to make it easy for all students to become members of the co-operative.<sup>1</sup> The same can be said about the admission fees which are designed to meet, at least partially, the expenses of setting up the administrative services of the association. The payment of shares can be divided into two to five instalments in order to facilitate membership for children belonging to families with low income.

School co-operatives do not pay interest on capital, neither do they make payment of ‘dividends’. Out of any cash funds remaining on the balance sheet at the end of the fiscal year, 10 per cent should be deducted for a reserve fund, and the remainder should constitute a ‘special fund’ to be used for cultural, social and recreational purposes.

Nevertheless, some farm products can be distributed free to the children’s families, if so decided by the general assembly, in order to strengthen the links connecting the school, the school co-operative and the families.

*Group activity and individual responsibility.* In carrying out the programmes of a school co-operative, the activities have to be performed by groups; groups may be organized either on the basis of age or on the basis of school grades. In order to exercise the capacities and abilities of all the members, every student should have a rotating responsibility for the work of his group.

The association should be managed and operated as any other type of co-operative, but with the necessary adaptation, particularly in relation to the rotation of work and responsibility, in order to give equal opportunities to every member to exercise his ability for leadership. It is not out of place to emphasize again that economic activities of a school co-operative must be subordinated to the educational achievements.

A school co-operative is not very different in its educational approach from a 4-H Club, but its methods are different. A children’s co-operative is

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1. The following is a suggestion to be adapted to the special rural living conditions of each country: Value of share, \$1.00. Admission fee, 50 c.



like a small university of practical things, a small picture of life. According to a French writer, 'Une coopérative scolaire est, pour les enfants, une petite image de la vie.'

Although co-operatives should also be organized in high schools, their educational influence is stronger and more efficient among the children of primary schools. This is very understandable; the minds of young children are the best soil for seeding 'good ideas' which will bloom later in 'good actions'.

The moulding, developing and selecting of rural leaders, with a strong understanding of local conditions of rural life and the ability to solve practical problems of farms and farmers, as has been said, is one of the most important functions of school co-operatives in rural communities.

The first three articles of the by-laws of a school co-operative in France will give an exact idea of the extensive field of education afforded:

Students in the first grade boys' class of St-Etienne-les-Remiremont decided:

'1. To learn to take care of themselves under the direction of and following the advice of their teacher, in order to utilize their leisure time properly and to become conscientious and enlightened citizens later on.

'2. To make an effort, in beginning their training for adulthood, to learn to co-operate with and love one another, starting from the time they enter school.

'3. To undertake self-instruction by the direct observation of phenomena with which they are familiar or of subjects which the community has been able to procure them (for study).'

#### THE SCHOOL CO-OPERATIVE MOVEMENT IN BRAZIL

The pioneer of the school co-operative movement in Brazil is Dr. Fabio Luz Filho<sup>1</sup> who started a school co-operative campaign in 1931-1932 along the lines of the French movement. The idea was incorporated into the Brazilian Law on Co-operatives (Decree 22,239; 19 December 1932) and in August 1933, under his personal assistance, the first school co-operative in the country was set up in accordance with the new law, in the city of Cruzeiro, State of São Paulo.

In the beginning, the school co-operative movement in Brazil was very weak, and had many ups and downs. Federal and state government branches to promote, organize and supervise co-operative associations are now engaged in an extensive campaign for school co-operatives in urban as well as rural areas. Many co-operative writers, with or without official responsibilities, are publishing articles, pamphlets, bulletins and books on the educational value of school co-operatives, and it is interesting to note that experience has shown that such a campaign should be addressed especially to the teachers of elementary schools as the most efficient method of successful propaganda.<sup>2</sup>

The Brazilian law on co-operatives provides for the organization of school co-operatives in public and private schools and universities; some states have issued legislation supplementary to the federal law in order to stimulate the promotion of school co-operatives among the state educational institutions. The state of Bahia went further in its legislation and made the organization of school co-operatives compulsory in all state schools, integrating the fundamentals and practice of co-operation in the school programmes, as a principle of youth education;<sup>3</sup> however, the results have not been very promising, mainly because the school teachers were not well prepared for such

1. J. Monserrat: *Cooperativismo e Cooperativas Escolares*, p. 95.

2. *Boletim de Cooperativismo do Estado do Rio de Janeiro*, No. 35, Jan. 1949.

3. Decree No. 12,849, August 4, 1943.

a mission, and perhaps also because a sound co-operative movement could not be organized under compulsory action.

Some state government branches for promoting, organizing and supervising co-operative associations have special sections for school co-operatives and co-operative education, headed by teachers with a high conception of the importance of the co-operative movement for the country as means of promoting better living conditions and social welfare. The state of Paraíba organized a Federation of School Co-operatives (October 30, 1947), and the state of São Paulo is also planning to organize its school co-operative federation.

The government service for co-operatives in the state of Rio Grande do Sul, in collaboration with the Secretary of Education, is considering a plan for the organization of co-operatives in the state educational institutions.

School co-operatives in Brazil, of course, are always exempt from each and every federal, state, and municipal tax.

In this way the school co-operative movement has acquired new strength in the last few years, particularly in those states where special emphasis has been laid on the educational campaign.

To-day there are in Brazil about 3,000 co-operatives of all types, of which 600 are school co-operatives.<sup>1</sup> Although the growth of the movement is not as swift or as strong as it should be, there is much hope for the future, mainly because the idea is growing among government officers responsible for the co-operative movement in the country and is gaining followers among the school teachers, at the national and state levels.

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1. *Boletim de Cooperativismo do Estado do Rio de Janeiro*, No 35, Jan. 1949.



# RADIO IN THE SERVICE OF FUNDAMENTAL EDUCATION

by FERNANDO TUDE DE SOUZA

FOR a country as large as Brazil, where there are immense tracts with a population of only about one per square mile, it is easy to understand the exceptional importance of radio and of motion pictures as means of educating the people. In the sparsely peopled rural areas it is an economic impossibility to provide schools for all children. Furthermore, there is the serious problem of adult illiteracy—according to recent statistics, more than 55 per cent of adults and young people cannot read and write. The effect of an ignorant home on a child who receives little more than two years of schooling is disastrous. Brazil's problem of fundamental education for adults is therefore of tremendous importance and requires an immediate solution, above all, a mass solution.

The radio and the cinema have a big job to do, and they are doing it very efficiently. The Ministry of Education and Health has set up a *Serviço de Radio-difusão Educativa* (Educational Broadcasting Service) and an *Instituto Nacional de Cinema Educativo* (National Institute of the Educational Cinema), with some of the best equipment in the world. The Institute produces documentary, cultural and scientific films and already has a catalogue of more than 700 films. The Educational Broadcasting Service has two stations, one of medium wavelength and the other for the short wave band, and has up-to-date plant for recording and research. The influence of the 14 hours a day during which the Ministry of Education's broadcasting stations are now in operation can easily be measured, even in the programmes of the commercial stations—for in Brazil radio stations, as in America, support themselves by commercial advertising. The only stations which operate entirely under the British system, without advertising or any kind of propaganda, are those of the Ministry of Education.

The cinema and the radio cannot entirely replace the school, but they are splendid adjuncts to the work of systematic education, and a valuable substitute in areas to which the school has so far failed to penetrate. I do not advocate the use of the radio to teach people to read and write—not that that is impossible, but I do not consider the solution economical: it depends too much on the willingness of the listener and requires, for success, that someone be present to act as a teacher. In Brazil, we regard the radio and the cinema as aids to the illiteracy campaign—they are 'palliatives' rather than a 'specific cure'.

## EDUCATION RATHER THAN INSTRUCTION

Audio-visual means can work wonders in the dramatization of everyday problems in rural areas, and, while offering recreation, can provide also most useful teaching. Health and hygiene campaigns, which closely affect the interests of all, are particularly suited to radio and motion picture treatment. It is, however, necessary to know how to use these means. We must not think in terms of a universal radio or cinema, of a method which will serve the city and the country alike, or which would be just as good in France, India or the U.S.A. as in Brazil. The radio and the cinema, in their educational aspect, have local attributes. We must consider with the greatest care the type of audience we are aiming at, and know their customs and their preferences.

The war furnished Brazil with interesting broadcasting experiences, owing to the need of a continuous psychological mobilization of the people in the cause for which we fought. The broadcasting effort directed from abroad at the Brazilian people proved a failure because it lacked local flavour. The best results are obtained when a basic or documentary subject is presented by a local producer. I am therefore wholly in favour of the organization of national services, such as those of the Ministry of Education of Brazil, not only for the production of recreational material but also for purposes of education.

The secret lies in sounding out the preferences of the people and giving them what they really require. In commercial radio it is erroneously claimed, in order to justify certain rubbishy programmes, that the public prefers them and must be served. Such an attitude argues ignorance of the function of this great medium of mass communication. A North American—Robert Hudson I believe—once defined radio as communication by sound, adding that a sound which does not transmit an idea is a thing without meaning. Everything that is done in the field of broadcasting can, and should, have an educational meaning. A simple programme of popular music can be as educational as a lecture given through the microphone. Everything depends on how it is presented and on the picture which the programme transmits to the public.

The rôle of government, in countries where broadcasting is conducted under the American system, is to maintain a cultural service without any commercial or political propaganda. The Brazilian experience in this connexion offers the greatest encouragement. The Brazilian commercial stations are now offering a number of educationally inspired programmes, many of them based entirely on programmes organized by the broadcasting stations of the Ministry of Education.

#### INTERESTING EXPERIMENTS

I could mention dozens of extremely interesting experiments in radio broadcasting that are being carried out by the Ministry. We shall select a few, of different types, to illustrate our work. For example, over a period of six months, the station asked its listeners to write and say what they would like to hear. At the end of that time, the Director's staff drew up statistics and found that listeners preferred the music of Beethoven. That programme, which had been called 'Serving the Listener', was followed by the programme, "Great Masters". In this programme, the lives and works of favourite composers were explained. This has been done, so far, with no less than 23 great composers and the programme commands one of the largest listening publics in Brazil. What the Brazilian public, in the most widely different parts of the country, is today asking to hear, affords striking proof of the educational work which has been accomplished, listeners being delighted by the response to their preferences and by the provision of the desired information.

Among the Brazilian public of today, there is an eager demand for radio drama. These dramatizations, which are called *novelas* and are mostly thrillers or plays of human passion, take up, perhaps, the greater part of programme time. The stations of the Ministry of Education have endeavoured to adopt the method used by the commercial stations, but with a more ethical purpose. They give radio plays for children, incorporating admirable instruction about the earth, life in the country, the secrets of music, etc. A programme was created with the title 'This wonderful world', which in dramatized form presented the lives of all who have contributed to the welfare of humanity. Biographical and other facts are woven into these plays, and there is no great



scientific discovery or human event which is not dramatized for our listeners. Examples are the story of streptomycin, of the vitamins, of penicillin, of the meson, the peace theories of Gandhi, the life of Einstein, the struggle for Human Rights, the problem of hunger throughout the world, and so on. Thus an outstanding educational task is accomplished which is at the same time extremely popular.

To carry out its programmes of radio dramatization, the Broadcasting Service of the Ministry of Education established a 'radio-theatre' course. About a hundred young amateurs were carefully selected by means of various tests. They were then given six months' training, in subjects ranging from the anatomy of the voice to the technical details of the various parts of the equipment, especially the microphone; and from courses in good Portuguese, with correction of pronunciation and other language faults, to lectures by theatrical experts and eminent men of letters. The personnel obtained by this process is excellent and many of these young people provide first-class actors for various commercial stations.

I could mention many examples of the success of these efforts. A short while ago, for the celebration of Einstein's 70th birthday, Unesco sent us a programme containing essays by three great scientists on the work of their colleague. We did not present the programme in the form in which Unesco sent it to us, because we knew that in that way it would have no appeal for the Brazilian public. We prepared a dramatization of Einstein's life and worked into it, also in dramatized form, what scientists, for example Arthur Compton, of the United States, had written about him. The result was splendid. I received a letter from a university professor, who said: 'For the first time in my life, I have been able to understand the theory of relativity. I can thank the radio for that'.

There is the case of the humble labourer who wrote to our station, enclosing the small sum of five cruzeiros 'to help the courses' and saying that he had always wanted to learn, but 'was ashamed to go to school along with children and young people'. The correspondence received by an educational radio station can supply material for an excellent interpretation of the general state of education and of the rôle which a well-planned work can play in the service of the masses.

#### COURSES BY RADIO

A convincing example of the use of radio in adult education can be seen in the success of the courses given by our stations. Not less than 4,000 Brazilians are regularly enrolled and do all the exercises at home, following the programmes and sending in their work to our correction service. Experience has shown that the best method for courses at the intermediate level, which are those most in demand, is that of a simulated classroom consisting of the teacher and two or three pupils. The dialogue, anticipation of the pupil's reply, the mistakes that are then corrected by the teacher, all produce a more practical and useful effect than the 'straight talk' or conventional classroom methods. When we wish to teach children by radio, we always use the dramatized form. It is only at a higher level that the methods of lecture or of readings have any possibility of success.

Radio broadcasting began in Brazil in 1923 when a group of scientists and men of good will, headed by Professors Roquette-Pinto and Henrique Morize, founded the first broadcasting station at the Academy of Science. This station marked the beginning of exclusively cultural broadcasting in Brazil. The

group struggled on until 1936, when the competition of the commercial stations forced it to discontinue its patriotic work. This group of idealists then approached the Ministry of Education and Health and offered it the entire equipment of their pioneer station, so that the station which had been founded at the Brazilian Academy of Science might never be used for purposes other than popular culture. The Ministry of Education accepted the offer and organized the Educational Broadcasting Service, equipping it with powerful modern transmitters and an installation which is among the best and most complete in the world in the educational radio field.

Now, in 1950, in view of the splendid results obtained by its stations, the Brazilian Ministry of Education is planning the installation of four new high-power transmitters, three short-wave and one medium-wave capable of reaching distant parts of the world, certainly the whole of the western hemisphere, for further educational effort on a vast scale. To house the new transmitters, the Ministry will construct, in one of the poorer suburbs of Rio de Janeiro, a large building which will serve as a real community centre built around the radio, in this way expanding the benefits which educational broadcasting is already providing for the people.

By this means, the ideal of the pioneers of 1923 is being implicitly followed, and even enlarged upon.

#### THE RADIO IN INTERNATIONAL CO-OPERATION

Brazil is working zealously for international co-operation. An example of this effort is to be seen in the programmes, broadcast each week by the Ministry of Education's stations, entitled 'Memento Cultural'—glimpses of the culture of France, of the United States, Canada, Uruguay, England, etc. These are half-hour programmes giving cultural information about our friends in other countries, including also music of the country concerned. These programmes are very popular with the public and are splendid vehicles for teaching the masses about other nations.

Special programmes with the international motive are organized for children and adolescents. Contests are held, such as the 'What Country is This?' programme, in which facts of geographical, historical, literary and scientific information are mentioned about a given country. Contributions to the welfare of humanity by men of that country are narrated and typical music of the country, including its national anthem, is played. The children have to say what country it is and send in a sketch relating to that country. The results have been excellent.

Another interesting programme is one of a voyage of three young people around the world. They relate incidents and facts about the countries visited in their imaginary journey, and music typical of the various places is played. This series, called 'Each People has its Song', is very popular among Brazilians in their teens, and it gives them useful information along with lots of fun.

The Unesco programmes are broadcast every week, and the Educational Broadcasting Service offers to reply to all requests for information about the work of the United Nations Educational, Scientific and Cultural Organization.

In its co-operation with the Unesco plan of combating the 'fear of science', the Service organized a programme for children from the age of six years up, explaining the great achievements of science. This was something quite new and has given good results. Again, in the programme on 'Manual Arts' the international motive is stressed for children.



## PROGRAMMES FOR WOMEN

A field in which the educational work of the radio can do much is in special programmes for women. Women listen to the radio for more hours than any other group: it is through the women, especially housewives, that first-class educational work can be accomplished. In daily programmes we give useful information covering all the problems which women encounter daily, from domestic matters to social, literary and health problems. People successful in the professions are invited to give brief talks on their specialities. Courses are also given in making the home more attractive. The reaction to the programmes is encouraging and constructive.

## PROGRAMMES FOR RURAL AREAS

We have three types of programme: one for children of the rural districts, called 'The Little Farmer'; a programme for farmers, called 'Brazilian Land'; and a third entitled 'For Housewives in Rural Areas'. These programmes are given daily. Useful instructions are given, in the simplest possible form, and we send seeds, miniature tools for the children to plant gardens and orchards, books and pamphlets for housewives on food and cooking, fruit-canning, etc., as well as on problems of animal-raising, planting seasons, crop harvesting, etc.

In a country in which more than 70 per cent of the population lives in rural areas, in communities of less than 5,000 inhabitants, the value of this radio teaching is evident, and results so far are very encouraging.

The stations of the Ministry of Education readily grant transmission rights in their programmes. Many loud-speaker services in small communities relay our agricultural and other programmes to hundreds of listeners assembled as collective audiences in the local squares.

## CONCLUSION

In this commentary, we have given particular attention to the radio, although the application of the cinema in Brazil also has a great influence. But since the influence of the radio at the present time is the most far-reaching of all, and since half the world's population cannot read or write, but *can hear*, we have preferred to call particular attention to this medium of mass communication.

The Brazilian experience does not yet solve the problem, but it can be studied as one of the most effective means for spreading fundamental education in the world. The wireless can and must play a decisive part in mass education, as a vehicle of *education*, rather than as a means of *instruction*. Without prejudice to the commercially organized systems, the wireless can render outstanding service in the fulfilment of the task which Unesco proposes as the best bulwark of peace: the struggle against ignorance, poverty and disease.

## SOME FUNDAMENTAL EDUCATION MATERIALS FROM BRAZIL

THE following pages give an illustrated account of the readers, follow-up literature and the posters used in Brazil's campaigns of fundamental education. Much of this material is prepared centrally in large quantities and technically—paper, printing, binding, etc.—it is of a high standard. Further materials, produced by the different states to suit their special conditions or needs, are not shown here.

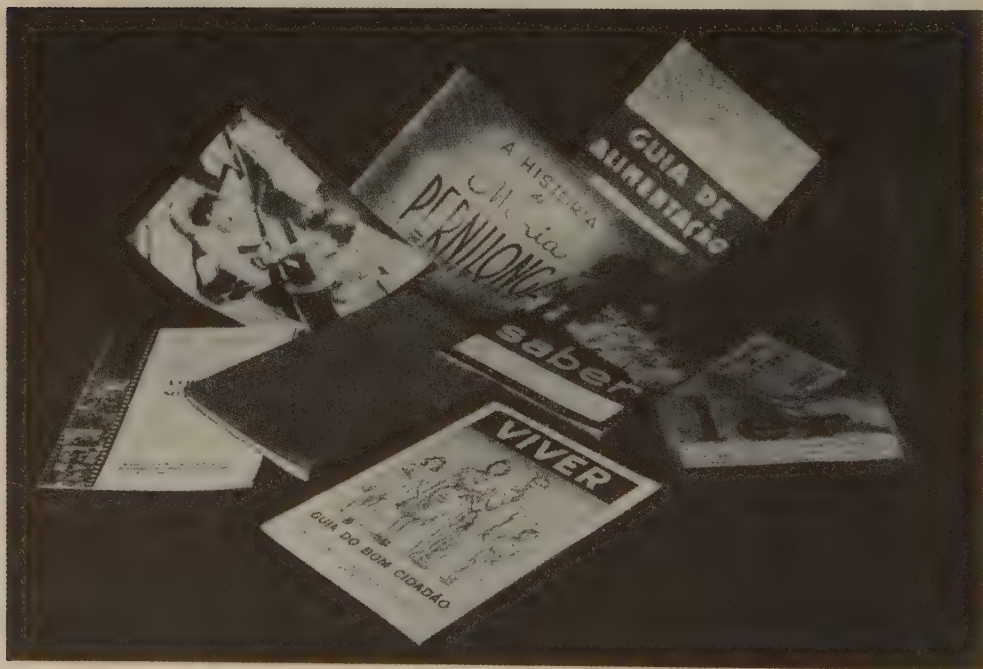
Even readers who know no Portuguese will find the Brazilian methods instructive; and any who wish to follow up this brief glimpse by studying the actual booklets should write for copies to Rio de Janeiro to the Government department concerned. Key addresses are:

For material on the Adult Education Campaign:

Ministério da Educação e Saúde  
Departamento Nacional de Educação  
Serviço de Educação de Adultos  
Rio de Janeiro, Brazil.

For materials on Health Campaigns:

Ministério da Educação e Saúde  
Serviço Especial de Saúde Pública  
Divisão de Educação Sanitária  
Rio de Janeiro, Brazil.





Ministério da Educação e Saúde  
 Serviço Nacional de Educação Sanitária  
 Avenida Churchill, 97-8º and., S.807  
 Caixa Postal 1379  
 Rio de Janeiro, Brazil.

For materials on the Co-operative Movement:

Ministério da Agricultura  
 Serviço de Economia Rural  
 Edifício da Pesca, 3º and.,  
 Praça 15 de Novembro,  
 Rio de Janeiro, Brazil.

For materials on Educational Broadcasting:

Ministério da Educação e Saúde  
 Serviço de Radiodifusão Educativa  
 Praça da República, 141-A  
 Rio de Janeiro, Brazil.



chave cha che chi cho chu

chá	chão	cha ru to	cha lei ra
che fe	chu va	fa cho	cha ma da
chi ta	cha péu	cha ma	cho ve
chim	chu chu	chi ne la	chum bo

Lá vem a chu va, seu Cha ves!



ilha lha lhe lhi lho lhu

ta lha	te lha	mo lho	bo lha
fa lha	re lho	o lho	fo lha
ma lha	o ve lha	o lhei ro	mi lho
ra lha	o re lha	fo lhei ro	me lhor

— O lhe a chu va, seu Cha ves! As te lhas  
 es tão mo lha das. Vá fe char o pai ol. Se não o  
 che fe nos cha ma rá à or dem. Es tá mes mo u ma  
 chu va ra da for te!

*Olhe a chuva, seu Chaves!*

## 11. Limpeza e saúde



— Limpeza e saúde são duas coisas que andam juntas. Limpeza do nosso corpo, da nossa roupa, da nossa casa, da água que bebemos, das coisas que comemos.

Uma pessoa que lava as mãos com frequência (quando se senta à mesa, quando entra em casa ao chegar da rua, quando mexe em animais, quando sai da privada), só com esse simples hábito evita muitas doenças.

Há doenças como o tifo e as disenterias, que são mesmo chamadas *doenças das mãos sujas*.

Há doenças, que são trazidas por parasitas (moscas, baratas, pulgas, piolhos, percevejos, chupanças), os quais só se criam onde haja falta de limpeza.

Há doenças cujos germes se espalham à flor da terra, especialmente em casas do campo, onde não existem sentinas ou latrinas bem feitas. Não existindo latrinas bem feitas, os germes de certas doenças podem passar para as fontes e poços.

O asseio é a verdadeira base da saúde.

Pages from *Ler* and *Saber*, the first two texts for illiterates. Reduced to half-size. Note use of 'key-words' and drills in *Ler*. The second reader gives information of practical use.

# JORNAL DE TODOS

CARIMANHA

DA LITURGIA E SAÚDE

1910 DE JANEIRO

## ESTE JORNAL

Leia este jornal. Você não perderá o seu tempo!

Leia-o em voz alta para os seus amigos que ainda não sabem ler.

Mostre aos seus amigos como é fácil aprender a ler, e quanto coisa útil e agradável a gente encontra nos jornais e nos livros.

Conte a seus companheiros, que ainda não sabem ler, que agora existem escolas noturnas para rapazes, moças, homens e mulheres.

Explique a eles que nessas escolas a gente nada paga. Os livros também são dados de graça.

Diga-lhes que é dever de todo bom brasileiro saber ler e escrever. Se você estudou pouco, procure, você também.

## RIQUEZAS DO BRASIL

O Brasil é o país mais populoso da América do Sul, e é o segundo de toda a América.

O território do Brasil é igual a décimo quinta parte de todas as terras do mundo. Apenas 5 países têm mais terras do que nós.

Quase 50 milhões de pessoas vivem no Brasil, e muitas terras medem mais de oito e mais milhões de quilômetros quadrados.

O Brasil é também um país de grandes riquezas naturais.

É o maior produtor de café do mundo. Tem as maiores reservas atuais de ferro, que se calculam em 15 bilhões de toneladas.

Somos o segundo país do mundo na produção de cacau e, também, na produção de frutas, cereais, canoas, tangueiras, limões etc. E há ainda no Brasil o segundo lugar na produção de algodão, milho, fumo e malva.

Somos o terceiro país do mundo na produção de algodão e na criação de gado bovino. Também temos boas cavalas e cavalos, e muitos bois, vacas e ovelhas e cabras e bodes e camundongos e macacos e pássaros.

Temos também um grande número de minas de ouro, prata, cobre, ferro, zinco, chumbo, estanho, tungstênio, grafite, mica, petróleo, gás natural, carvão, etc.

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Temos também um grande número de minas de ouro, prata, cobre, ferro, zinco, chumbo, estanho, tungstênio, grafite, mica, petróleo, gás natural, carvão, etc.

...m, um curso de alfabetização. Nunca tarde demais. Nunca!

Os que não sabem ler são como cegos, porque deixam de conhecer muitas das mais úteis e belas coisas da vida.

Quem aprende a ler, também aprende a conhecer melhor o mundo, a trabalhar melhor, a ganhar mais, a viver mais feliz, e a defender mais a saúde.

Este jornal estará aqui de 15 em 15 dias, para você e seus amigos.

Ele há de trazer sempre palavras de encorajamento para todos que desejem melhorar a sua instrução.

E terá também por fim mostrar que aqueles, que sabem, podem e devem ajudar os que não sabem.

## Notícias da 1ª Quixena de Maio

Dia 1.º - Foi um domingo e foi também dia feriado. O dia do Trabalhador. Desde sempre a festa do trabalhador é muito importante e hoje, com a luta dos trabalhadores por melhores condições de trabalho, ganhou ainda mais importância.

Dia 2.º - Neste dia, anteriormente era feriado e desfilava-se de Brasil a fora, para que fosse sempre lembrado. Nesta data, há uma desfilada a 5 de maio, e que, no dia 22 de abril, foi a festa da liberdade e da fraternidade.

Dia 3.º - Neste dia, anteriormente era feriado e desfilava-se de Brasil a fora, para que fosse sempre lembrado. Nesta data, há uma desfilada a 5 de maio, e que, no dia 22 de abril, foi a festa da liberdade e da fraternidade.

Dia 4.º - Neste dia, anteriormente era feriado e desfilava-se de Brasil a fora, para que fosse sempre lembrado. Nesta data, há uma desfilada a 5 de maio, e que, no dia 22 de abril, foi a festa da liberdade e da fraternidade.

## Concurso de Letramento

Você quer saber mais sobre este concurso? Então, escreva para nós e vamos lhe enviar mais informações.

Escreva para: Concurso de Letramento, Caixa Postal 100, Rio de Janeiro.

Nome: \_\_\_\_\_ Endereço: \_\_\_\_\_

Cidade: \_\_\_\_\_ Estado: \_\_\_\_\_

## NÃO PENSEM!

...que não sabem ler são como cegos, porque deixam de conhecer muitas das mais úteis e belas coisas da vida.

Quem aprende a ler, também aprende a conhecer melhor o mundo, a trabalhar melhor, a ganhar mais, a viver mais feliz, e a defender mais a saúde.

Este jornal estará aqui de 15 em 15 dias, para você e seus amigos.

Ele há de trazer sempre palavras de encorajamento para todos que desejem melhorar a sua instrução.

E terá também por fim mostrar que aqueles, que sabem, podem e devem ajudar os que não sabem.

Escreva para: Concurso de Letramento, Caixa Postal 100, Rio de Janeiro.

## Serviço de Educação de Adultos

Ministério da Educação  
Rio de Janeiro

Mande o seu endereço completo (rua, número, Estado) no Território, e receberá de graça os livros necessários para ensinar seus amigos.

No ano passado milhares de pessoas aprenderam a ler e escrever graças a este serviço.

Ajude você também! Envia o menos a um analfabeto!

Escreva para: Concurso de Letramento, Caixa Postal 100, Rio de Janeiro.

Nome: \_\_\_\_\_ Endereço: \_\_\_\_\_

Cidade: \_\_\_\_\_ Estado: \_\_\_\_\_

Nome: \_\_\_\_\_ Endereço: \_\_\_\_\_

Cidade: \_\_\_\_\_ Estado: \_\_\_\_\_

Nome: \_\_\_\_\_ Endereço: \_\_\_\_\_

Cidade: \_\_\_\_\_ Estado: \_\_\_\_\_

Nome: \_\_\_\_\_ Endereço: \_\_\_\_\_

Cidade: \_\_\_\_\_ Estado: \_\_\_\_\_

## GRANDES HOMENS DO BRASIL O MULATINHO FEIO

Nasceu em 1839, no Rio de Janeiro, filho de mulato e de brancos. Joaquim Maria O mulatinho feio. A mãe levava roupas de mulher de um poder bem grande. Joaquim Maria era feio e doentinho. Apesar disso brincava e corria no Rio de Janeiro, no Rio de Janeiro, em companhia dos outros moleques, sem se importar com o que os outros diziam.

Quando morreu a mãe de Joaquim Maria, sua mãe levou-o para o Rio de Janeiro. O menino ficou muito triste. Tinha medo do padrasto.



Mas ele enganava-se. Maria não era boa. Começou a ensinar-lhe a ler. Joaquim Maria ficou entusiasmado.

Você estudou bastante? Assim poderemos ler.

E estudou mesmo. Sua inteligência logo chamou a atenção de todos. De tanto ler, para uma escola pública, onde um professor de professores não tinha nada que tinha para aprender as coisas.

Um dia chegou ao pai e disse que queria ler escritor, escrevia muito bem. O pai ficou muito surpreso. Não podia acreditar no filho. Mas ele não desistiu. Foi para a escola pública, onde um professor de professores não tinha nada que tinha para aprender as coisas.

Assim foi. Joaquim Maria escreveu, até que a mãe morreu. Depois disso, ele escreveu mais e mais. Foi para a escola pública, onde um professor de professores não tinha nada que tinha para aprender as coisas.

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QUADRO 1

BASES PARA A DISTRIBUIÇÃO DE 10.000 CLASSES, NOS TERMOS DO  
DECRETO N.º 19.513, DE 15 DE AGOSTO DE 1943

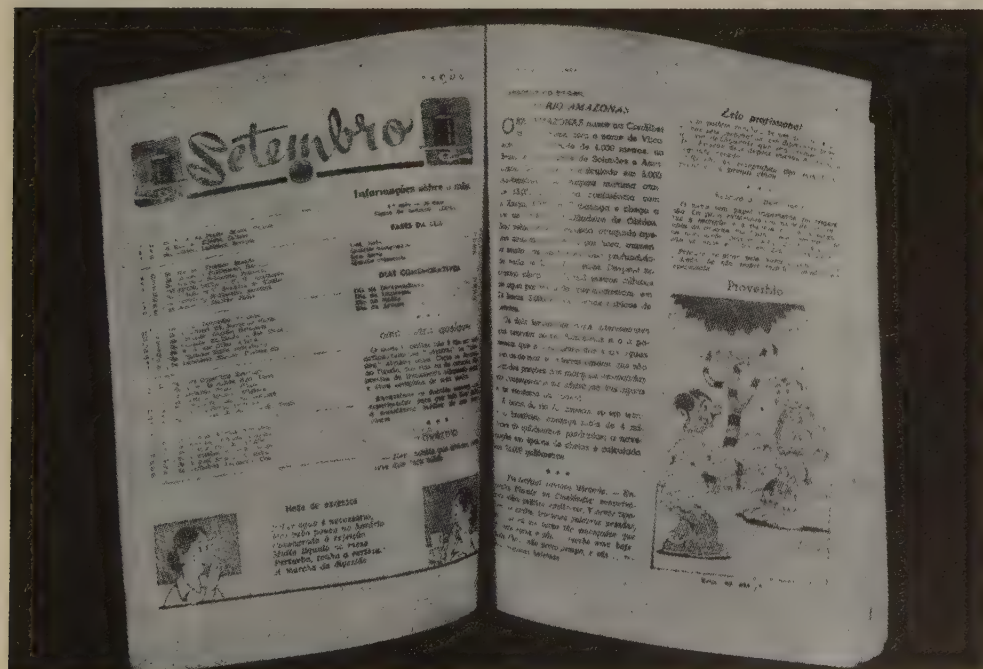
UNIDADES DA FEDERAÇÃO	População (31-12-40)	População médica (12,5 %)	Médicos por mil (1943)	Deficit	%
<b>BRASO</b> .....	46 209 000	5 775 880	3 285 291	2 470 788	100,00
<b>Norte</b>					
Goias.....	23 770	2 971	1 080	1 891	0,05
Acre.....	89 284	11 167	8 289	2 878	0,25
Amazonas.....	474 424	59 303	32 390	27 013	1,00
Rio Branco.....	13 465	1 683	616	1 070	0,04
Pará.....	1 003 784	125 475	68 688	56 787	1,18
Amapá.....	34 143	4 268	1 804	1 414	0,02
<b>Nordeste</b>					
Maranhão.....	1 383 380	172 923	89 075	133 848	3,40
Piauí.....	515 548	64 442	41 294	23 148	2,58
Ceará.....	3 541 780	442 725	94 413	138 312	0,00
Rio Grande do Norte.....	860 119	107 515	63 780	43 735	2,57
Pernambuco.....	1 592 842	199 105	60 184	138 921	2,54
Alagoas.....	3 039 410	379 878	141 880	237 998	2,89
Paraná de Pernambuco.....	1 055 389	132 173	68 640	63 533	0,01
Estado de Pernambuco.....	1 284	161	—	161	—
<b>Leste</b>					
Sergipe.....	807 303	100 912	27 413	73 500	1,55
Bahia.....	4 387 972	548 496	134 891	413 605	16,08
Minas Gerais.....	7 284 262	910 528	360 284	549 244	15,27
Espírito Santo.....	860 070	107 515	63 780	43 735	1,67
Rio de Janeiro.....	2 089 453	261 181	161 880	99 301	3,90
Distrito Federal.....	1 075 697	134 462	23 423	111 039	0,90
<b>Sul</b>					
São Paulo.....	8 051 658	1 006 457	707 205	299 252	8,54
Paraná.....	1 384 530	172 065	109 174	62 892	2,58
Santa Catarina.....	1 319 547	164 881	134 823	30 058	0,40
Rio Grande do Sul.....	3 713 988	464 248	388 300	75 948	2,58
<b>Centro-Oeste</b>					
Mato Grosso.....	471 302	58 913	30 781	28 132	1,14
Goias.....	925 518	115 680	27 000	78 680	2,15

**DISTRIBUIÇÃO DE 10.000 CLASSES  
DE ENSINO SUPLETIVO  
PELAS  
GERAIS  
UNIDADES DA FEDERAÇÃO**



The opposite page shows the Campaign wall-newspaper, 'Everybody's Paper'. Above—a page from one of the manuals published as a guide to teachers. Below—the almanach *Saúde* for 1949. It

gives a calendar, short articles and jokes, puzzles, health hints—in fact everything that might interest a rural family. The health propaganda is carefully presented.





One of the health posters—a particularly successful one, in clear red and white.

Below—a page from a health booklet *Maria Pernilonga*, the cartoon treatment of malaria. The mosquito, says the text, doesn't drink water, beer (or anything else, she drinks blood).

Opposite—another health poster in vigorous colour, 'Use mosquito nets'.

2—Quando passa com geito inocente, até parece um mosquito comum, cuja picada só dá uma coceira leve.

A verdade é que Pernilonga espalha uma doença terrível, chamada:

## MALÁRIA

Essa doença é conhecida também pelos nomes de:

Maleita, sezão, tremedeira e impaludismo.

3—Pernilonga é uma preguiçosa, que dorme o dia inteiro. Quando anoitece sai em busca de alimento.



4—Ela não bebe água



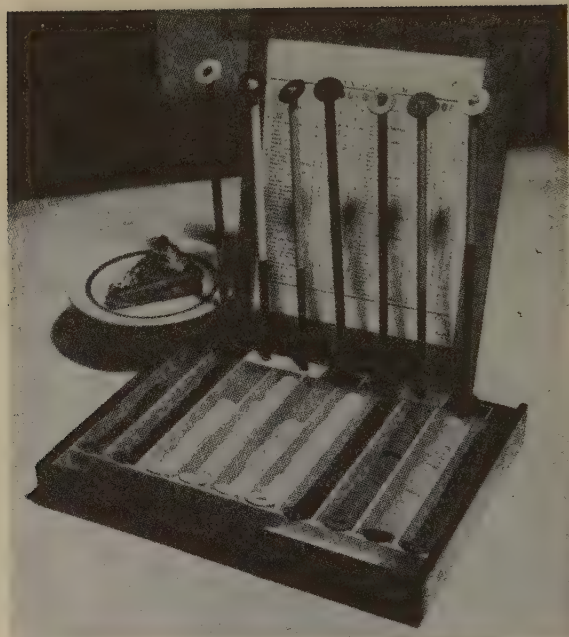
5—Não bebe cerveja



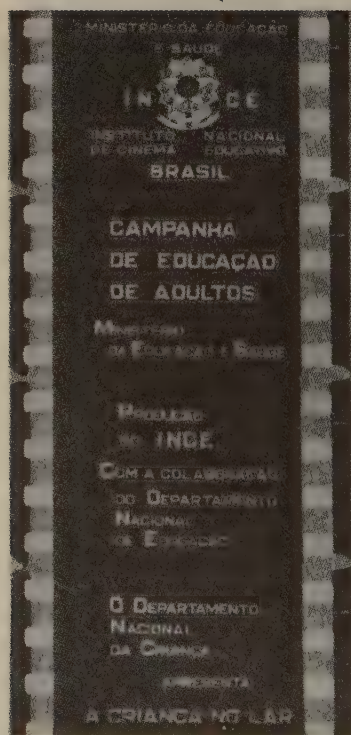
DURMA PROTEGIDO DO MOSQUITO DA  
**MALÁRIA**



**USANDO MOSQUITEIRO**



A health game for class use. The rods and counters correspond to various foods; teams in the class add together their scores for the previous day's meals. (The cake belongs to Unesco's photographer rather than to a diet-conscious teacher.)



Some frames from a health filmstrip, another production made jointly by the educational and health authorities.



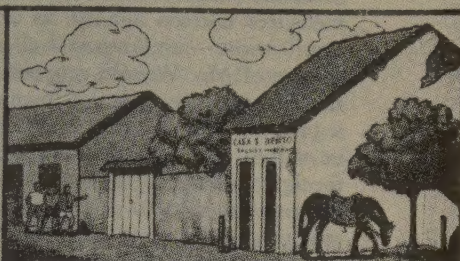
SECRETARIA DA AGRICULTURA DO ESTADO DE SÃO PAULO  
DEPARTAMENTO DE ASSISTENCIA AO COOPERATIVISMO

"DUAS COOPERATIVAS:  
- A DAS CRIANÇAS E A DAS ABELHAS..



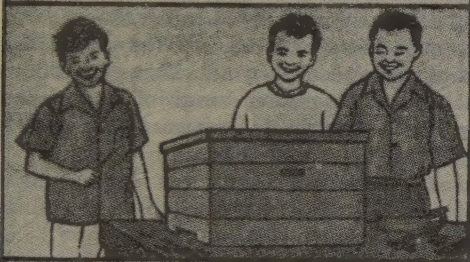
Vendo um enxame de abelhas  
Procurando se abrigar

Entre os ramos de uma árvore,  
Zéinho pô-se a pensar.



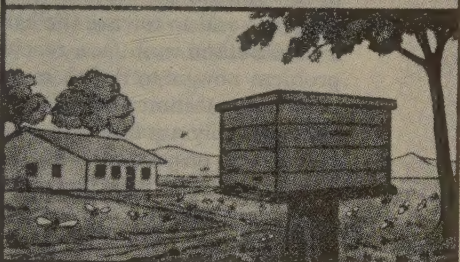
No armazém do "Seu" Zéinho,  
Ele, o Carlos e o Marcelo,

Compraram logo um caixote  
Pra fazer um apiário.



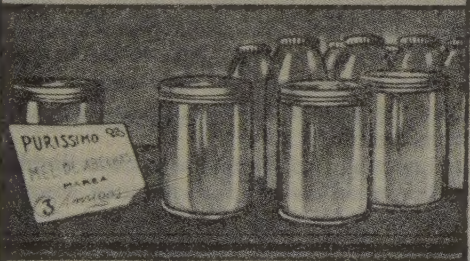
Ter a idéia e executá-la  
Foi brinquedo para os três.

Em menos de duas horas  
Um belo apiário se fez.



As abelhinhas felizes  
Logo nele se instalaram,

Ativas e agradecidas  
Começaram a fabricar.



Os meninos muito alegres,  
Levaram o mel ao mercado,

Pois, produto assim tão puro  
Sempre é muito procurado.



E o resultado da venda,  
Os cruzeiros, um por um,

Reverteram em benefício  
Da economia comum.

COOPERATIVISMO ESCOLAR  
- Nº 5 -



## NOTES AND RECORDS

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*Oversea Education* (Published for the Secretary of State for the Colonies by H.M.S.O., London, Quarterly, ls. net) carries in its January 1950 issue a reasoned and constructive criticism of Unesco by W. E. Ward. The article measures Unesco against its aims and purposes and places a double set of implications—for Unesco itself and for the people in Britain.

One of Mr. Ward's remarks concerns this *Bulletin*: it needs more information, more technical information, from all over the world. This is true. In a journal with so wide and varied a readership one tends to be superficial or vague. When a field worker in country X writes of his experiences for foreign colleagues he feels compelled to give a great deal of background information and to slur over the detail of day-to-day work. Yet the craft of teaching and the profession of education are themselves international; technical accounts of the setting up of a training centre or an experiment in language teaching translate readily into other tongues and countries. The first article in this issue of the *Bulletin*, by Dr. Lourenço Filho, is an example of what can be done; and so too are the careful studies in *Oversea Education*.

The *Bulletin* is, in fact, receiving contributions from all over the world. The problem now is to define more sharply what readers want. Two suggestions are: more technical detail in articles; and a greater range of short items (perhaps only a paragraph or a few lines) reporting on progress or new developments in projects.

### UNESCO SEMINARS

In November-December of last year a group of 68 educators met at Unesco's Asian Seminar on Rural Adult Education. This was held at Mysore under the joint sponsorship of Unesco and the Government of India. Some 18 States were represented, together with observers from UN, FAO and WHO. The Seminar aimed to bring together experienced educators, administrators and expert consultants, to study the methods used or proposed in their countries for solving specific problems and to draw up practical action programmes for improving the living conditions of rural people in Asia.

The 'workshop' technique was used throughout. The Seminar was divided into four study-groups concerned with the following main areas of concentration:

Group 1: Literacy (aims, teaching methods and materials).

Group 2: Health and home life problems (individual and public health, the position of women, child welfare and family life education).

Group 3: Economic aspects (agriculture, co-operative organization, rural small industries).

Group 4: Social life and citizenship (rural community organization, citizenship education, and intercultural and international understanding).

Background data for the use of the study-groups was secured by reports presented by each delegation on the development of rural adult education in their respective countries. A central library of books, pamphlets, journals and audio-visual aids, supplemented by group libraries, provided detailed documentation.



Co-ordination of the work of the Seminar was secured through frequent plenary sessions, regular meetings of Seminar staff, including a specially delegated Co-ordinator, and the publication of a daily bulletin which contained brief progress reports of the work covered by each study-group. The Seminar staff comprised Mom L. Pin Malakul (Thailand) as Director, and Dr. H. A. Salman (Iraq), Dr. S. Y. Chu (China), Dr. D. Spencer Hatch (Costa Rica) and Professor A. N. Basu (India) as Chairmen of Study-Groups 1-4 respectively. Drs. Frederick J. Rex and I. Rodriguez Bou served as Unesco Consultants; both had attended the Inter-American Seminar on Illiteracy in the Americas held earlier (July-September, 1949) and brought the results of this Seminar to the Asian meeting.

Important conclusions reached by the study-groups include:

Group 1: Reading skills should be taught through perception of complete thought units, and not syllable-by-syllable or word-by-word; the preparation and effective distribution of materials specially designed for the newly-literate should receive top priority in the plans for adult education in Asian countries.

Group 2: Minimum rural health service requires a midwife for every 5,000 people, a health centre for every 10,000 and a dispensary under a medical officer for every 30,000.

Group 3: Knowledge of scientific agricultural practices utilizing improved small implements should be diffused chiefly by means of practical demonstration techniques; cottage crafts and rural small industries should be developed to alleviate prevalent under-employment of the agricultural population in Asian countries; co-operative organization is necessary for almost all rural economic activity from financing to production and marketing.

Group 4: Citizenship in local, national and world communities should be a dynamic concept which expresses itself in activities as well as social attitudes.

The main recommendations of the Seminar were that every country or region should encourage the establishment of special agencies for training adult education personnel and for producing literature and other teaching aids; and that follow-up seminars on a regional or national basis should be organized.

An information bulletin on the Seminar has been issued in English by the Ministry of Education of the Government of India. The full report and proceedings of the Seminar will shortly be published by Unesco in English, French and Spanish.

#### TEXTBOOK EXHIBIT

Unesco's task of helping the exchange of educational ideas and techniques between countries calls for a variety of vehicles. There is, for example, the question of textbooks used in fundamental education. How can these be appraised and diffused? An experimental step was taken in January, with the help of Belgium, France, Holland, Indonesia and the United Kingdom: sets of textbooks were brought together, a group of national experts prepared a report, and the books themselves were placed in a portable exhibit for display in turn in the four European countries.

The results of this experiment will show whether the visual form of presentation in a public place is likely to attract the people—educators, students, officials and publishers—who are concerned with fundamental education.

#### CONTRIBUTORS TO THIS ISSUE

Professor M. B. Lourenço Filho, a leading educator in Brazil, is a member of the National Council of Education and is at present Head of the Campaign of Adolescent and Adult Education, sponsored and organized by the Ministry of Education and Health in co-operation with State and private authorities, for the whole of the Brazilian territory. His address is: Departamento Nacional de Educação, Ministério da Educação e Saúde, Rio de Janeiro, Brazil.

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